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ABSTRACT

Each of the divisions of the Office of Educational Accountability in the District of Columbia Public Schools was required to submit an evaluation design that would be used to measure division accomplishments at the end of the school year. Since the Division of Research and Evaluation had already completed the development of the Planning, Monitoring, and Implementation Model (PMI), the model was used to develop the design for the evaluation of the division's performance. As a result of applying the PMI model, not only were objective outcomes described, but a comprehensive explanation of other operational levels (inputs and processes), which contributed to or impeded the accomplishment of those objectives, was also presented. Examples of reporting forms are contained in the appendices as is a sample of a complete report for one objective. (Author/MLF)

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ED207243

AN APPLICATION OF THE PMI MODEL AT THE SYSTEM LEVEL: EVALUATION OF A DIVISION IN CENTRAL ADMINISTRATION*

June D. Bland
District of Columbia Public Schools

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Introduction

In 1979-80, the Division of Research and Evaluation was a service unit to District of Columbia Public Schools located organizationally in the Office of Educational Accountability. The functions of the Division included carrying out administrative research activities, doing historical research, responding to inquiries and surveys, compiling statistical data, and providing technical assistance to system personnel, as well as conducting research studies in priority areas. The Division also evaluated educational programs as identified by the superintendent, evaluated federally funded programs which provided resources to the Division and evaluated programs generalizable to the school system through a systematic process of data collection in a limited number of schools. Under the school system's goal "to facilitate and support educational accountability through the conduct of systematic research and program evaluation," two objectives stated in the District of Columbia Comprehensive Education Plan of the Office for Educational Accountability (which became, in turn, the broad objectives for the Division of Research and Evaluation for School Year 1979-80) were:

1. To provide major Offices of the school system with a model for systematic evaluation of educational programs to determine their effectiveness in achieving the Goals and

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Objectives of the Board of Education and the Superintendent by September 15, 1979, as evidenced by the dissemination of the approved model to the major Offices.

2. To conduct systematic research and educational program evaluation in the priority areas as determined by the Superintendent by September 15, 1980, as evidenced by the evaluation and research reports submitted to the Superintendent.

Due to the awarding of federal funds for a special ESEA Title IV grant, a third objective was included by DRE. This additional objective for School Year 1979-80 was:

3. To increase the potential for use of data by administrators in managerial and operational decision-making.

The comprehensive nature of Objective 2 made it necessary for DRE to establish subobjectives in order for the evaluation process to be carried out with a practical degree of specificity. Therefore, a total of thirteen subobjectives was established for Objective 2.

Developing an Evaluation Design

Each of the Divisions of the Office of Educational Accountability was required to submit an evaluation design which would be used to measure Division accomplishments at the end of the school year. Since the Division of Research and Evaluation had already completed the development of the Planning, Monitoring and Implementation (PMI) Model as its first objective (Appendix A), the model was used to develop the design for the evaluation of the Division's performance.

As a part of the design, the Division developed a five part reporting format which corresponded to the evaluation processes reflected in the model (Appendix B). The format for each of the first levels of planning and implementation (inputs, processes, and outcomes) was the same and became

Parts I, II, and III, respectively. Each part stated the goal, the objective, and the subobjectives (where applicable) at the top of the page. That was followed by a column in which "intended" statements were recorded on the left side of the page with a column on the right side to record a description of corresponding "observed" activities. A "monitoring" column is between the "intended" and "observed" columns in which the determination of whether the observations matched intentions is to be indicated by the terms "agreement" or "discrepancy." Once the goal, objective, and subobjective (if applicable) are entered at the top of the form, as many forms as needed can be duplicated to present the intended and observed inputs, processes, and outcomes, respectively.

Performance Agreement is reported in Part IV. The goal and objective are again stated at the top of the page and are followed by two sections, "Observed Inputs/Observed Processes" and "Observed Processes/Observed Outcomes" under which the respective relationships are to be reported. A section for reporting the analyses, conclusions, and implications, and a section for reporting decisions made, based on the information presented, is included as Part V.

The reporting format was conceived of as a separate page for each part, and a complete assessment of the attainment of an objective might possibly contain no more than five pages.

The evaluation design submitted by the Division consisted of the five forms for each objective or subobjective in which the "intended" column was completed, based on an action plan required as a part of the planning process established by the Office of Educational Accountability (see Appendix C). Each of the tasks indicated on the action plan was restated in the evaluation design as intended processes. On the basis of these processes, intended

(needed) inputs were designated. Intended outcomes were either a restatement of the expectation expressed in the objective or an expansion of those expectations. The decision was made to eliminate a criterion (attached to each intended statement) indicating what evidence would have to be available to determine if there was an agreement or a discrepancy between the intended and observed conditions, on the basis that it would be too cumbersome to apply in every situation.

The report was completed at the end of the school year to fulfill both the requirement of the Office of Educational Accountability for an evaluation report from each of its Divisions and to satisfy the Superintendent's request for an annual report.

Data Collection

The supervisor of each branch in the Division was given the responsibility of completing all five sections for each of the objectives or subobjectives for which he or she was responsible, i.e., the observed sections of Parts I-III, and all of Parts IV and V. In a few instances, the responsibility was shared.

Files kept within the Division and anecdotal records maintained by staff were the sources of data. Since it was not possible to include the actual data or even a sample of the data in the presentation, supporting evidence such as report titles or tasks completed was listed and inserted after appropriate sections of the report. Supporting evidence had to be on file for all "observed" statements. A sample of a completed report for one objective is included as Appendix D.

In applying the model, the Division encountered several situations which had not been anticipated in the development of the model but were resolved in the application. For example, in the sample included in Appendix D, the

Division decided to provide orientation sessions on the model to major offices in the system. This was beyond the original objective and was indicated as such by incorporating it as a separate section into the Intended and Observed sections of inputs, processes, and outcomes.

If not handled properly, report content can be redundant. For example, when in agreement, it is very easy to restate an "intention" as an "observation" by just changing the verb tense. An intention "to purchase 50 books" becomes an observation with "Fifty books were purchased." Less boring and far more informative would be to describe the type of evidence indicating that the task had been accomplished: "Purchase order indicated that 50 books were purchased by (a specific date)." It has also been observed that Part IV, Performance Agreement, which examines the vertical relationships between inputs and processes, and processes and outputs can very easily be discussed again in Part V, Analysis/Conclusions/Implications. It is very difficult to present any new information without going beyond the limits of the data collected. There has been some discussion as to whether or not the two sections could be combined into one, but there has not yet been enough experience with the model to support such a decision.

Advantages of the PMI Model for an Administrative Operation

As a result of applying the PMI model, not only were objective outcomes described, but a comprehensive explanation of other operational levels (inputs and processes) which contributed to or impeded the accomplishment of those objectives was also presented. While we have grown accustomed to such evaluative information for instructional programs and projects, evaluative data for an administrative operation in report form is not so common. The comprehensive examination of Division activity directed the staff to

reconsider the scope of work being accomplished and the adjustments needed to facilitate Division performance. Subsequently, decisions were made to modify objectives, adjust timelines, and to discontinue certain activity having presented clear, documentable justifications.

To obtain definitive reactions from non staff members, the Division of Research and Evaluation Annual Report, 1979-80 was distributed to four recently retired administrators of the school system, and a former member of the Board of Education. The positions held by the former administrators ranged from principal to associate superintendent. They were asked to review the report and then respond to the following questions:

1. Did you have difficulty understanding the reporting format?
2. Did the reporting format help you to understand the overall functions and accomplishments of the Division of Research and Evaluation during 1979-80?
3. What did you like about the reporting format?
4. What did you not like about the reporting format?
5. Other comments (optional)

Two of the respondents had difficulty understanding the reporting format initially. All agreed that the format helped them to understand the functions and accomplishments of the Division. The respondents indicated they liked the reporting format for its consistency, thoroughness and clarity of the presentation. Specifically, one respondent was pleased with the absence of statistical data. Two respondents had no criticism of the format and thought it served the purpose well. The three persons who had the most experience with the review of program evaluations during their previous administrative capacities, however, voiced several concerns:

1. That the sum of the parts as reported might prevent the reader from grasping the total impact of the functions of the Division. It was suggested that this limitation could be corrected by an expanded overview which would summarize Division accomplishments more fully. The PMI data could then serve as documented evidence of performance.

2. That the level of detail and the repetition of goals and objectives on every page was too cumbersome. It was suggested that a narrative summary comparing intentions and observations with an analysis of the outcomes would have been more helpful.

3. That it was not clear how the decisions made impacted upon the goals and objectives established for the system and the Division. It appeared that the decisions addressed only the question of how the Division would execute the tasks assigned in the future. It is critical to review the system's goals and objectives as well as to determine if they are the most effective course of action to accomplish the mission of the system or if they continue to reflect the priorities in meeting the needs of the community.

4. That the format did not allow for a description of the relationship between the tasks to be accomplished and management procedures in the Division.

Relating Division and Personnel Performance Objectives

The personnel evaluation procedure established by the District of Columbia Public Schools is also based upon performance objectives. Individual performance objectives can be derived from objectives established for the operating unit as appropriate or from processes which are planned to accomplish a specific objective. Subdividing an operational objective may be illustrated as indicated below:

Objective:	(Division) To provide systematic research, planning, and program evaluation services in the priority areas as determined by the superintendent and as evidenced by reports and/or documents submitted to the Superintendent.

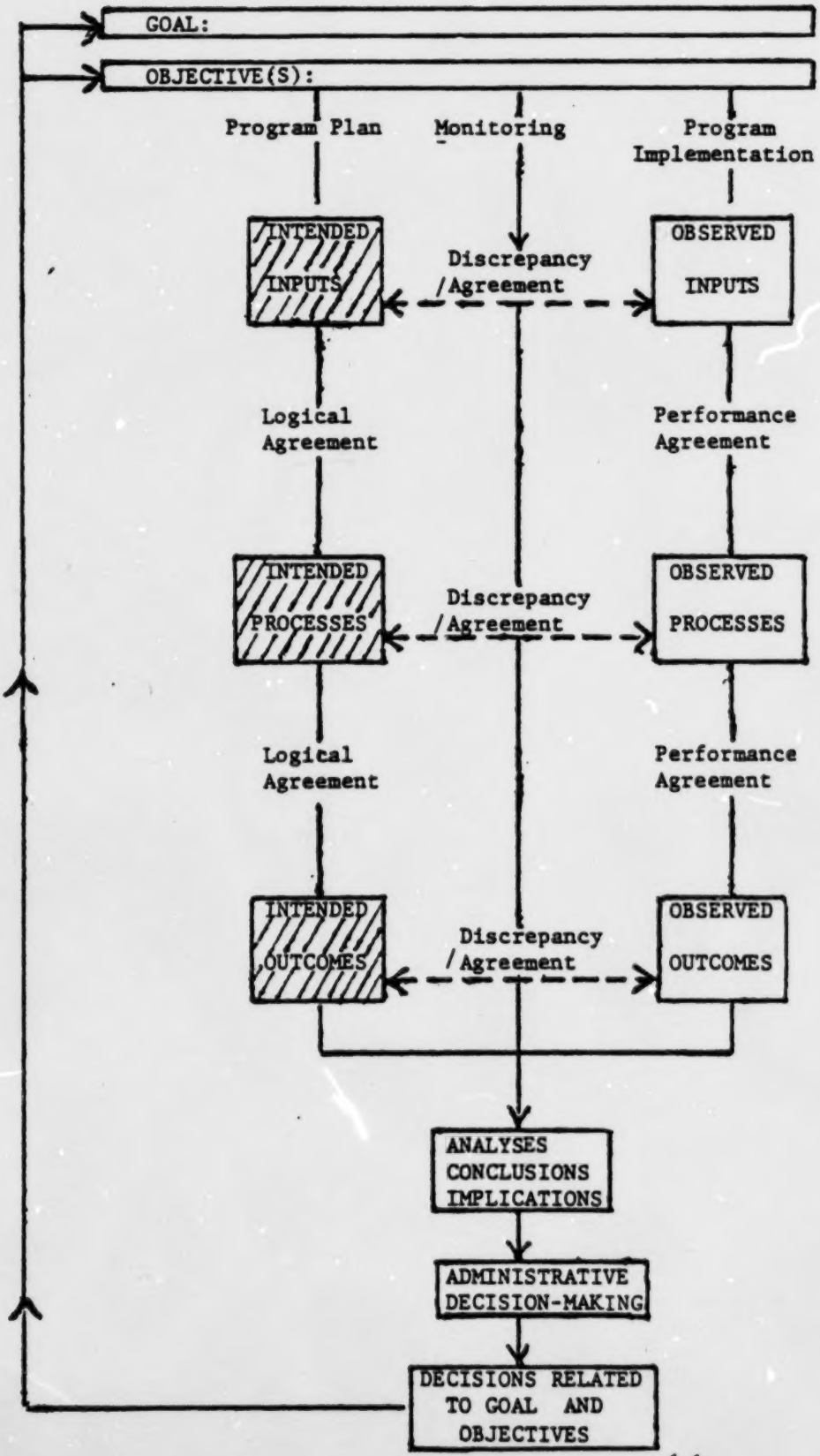
Subobjective:	(Section) To evaluate the federally funded programs that provide resources for evaluation to the Division as evidenced by completed reports.
Performance Objective:	(Unit Director) To design and administer a comprehensive evaluation to assess the outcome of the 1980-81 projects funded by (specific program) as evidenced by an examination of the records and completed reports.
Performance Objective:	(Research Associate) To prepare the final evaluation for (a specified project) as evidenced by the final report submitted to the Unit director by (specific date).
Performance Objective:	(Research Assistant) To design and implement procedures for the collection of data in accordance with specified timelines.

The process of delineating specific objectives for individual staff members which were derived from the objectives and tasks established for the Branch, consumed more time than anticipated. As a result, individual and unit work schedules were not completely finalized before some tasks had to be initiated. Although that need not be a major problem, it can be unsettling in an administrative structure where it is mandated that individual objectives which will be the criteria for rating work performance be established and approved by a specified date. Even though time delays were experienced, assigning specific tasks derived from organizational responsibilities to specific individuals seems to provide the congruency implied in an administrative structure based upon an accountability model. Such a procedure, therefore, can reduce some of the anxiety which may occur when one does not quite know what he or she is responsible for or how one's own responsibility relates to the total task to be accomplished.

APPENDIX A

EVALUATION MODEL SCHEMATIC

EVALUATION MODEL SCHEMA



APPENDIX B

REPORTING FORMAT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

REPORTING FORM

PART I

GOAL:

OBJECTIVE:

SUB-OBJECTIVE:

INPUTS		
INTENDED	MONITORING	OBSERVED

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

REPORTING FORM

PART II

GOAL:

OBJECTIVE:

SUB-OBJECTIVE:

PROCESSES		
INTENDED	MONITORING	OBSERVED

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

REPORTING FORM

PART III

GOAL:

OBJECTIVE:

SUB-OBJECTIVE:

OUTCOMES		
INTENDED	MONITORING	OBSERVED

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

REPORTING FORM

PART IV

GOAL:

OBJECTIVE:

SUB-OBJECTIVE:

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

OBSERVED PROCESSES/OBSERVED OUTCOMES

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

REPORTING FORM

PART V

GOAL:

OBJECTIVE:

SUB-OBJECTIVE:

ANALYSES/CONCLUSIONS/IMPLICATIONS

DECISION

APPENDIX C

1. SAMPLE ACTION PLAN

2. SAMPLE EVALUATION DESIGN BASED UPON THE ACTION PLAN

Division of Research and Evaluation

Education Plan, SY 1980 - 1982

Part B: Action Plan

(8)

Objective 2 - To conduct systematic research and educational program evaluation in the priority areas as determined by the Superintendent by September 15, 1980 (1981 and 1982) as evidenced by the evaluation and research reports submitted to the Superintendent.

(8)

Sub-Objective 4 - To evaluate the Federally funded programs and the special projects and programs identified by the Superintendent

(9) MAJOR TASKS (1979-80)	(9) Responsibility of	(10) (MONTH-(WEEK) TIME FRAME - 1979																										1980													
		Apr.				May				June				July				Aug.				Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				Mar.		
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
For each Federally funded and special program:																																											
1. Plan and develop an evaluation design	DRE	X	X	X	X																																						
2. Design and construct data collection instruments	DRE					X	X	X	X																																		
3. Field test and conduct staff development as needed	DRE									X	X	X	X	X	X	X	X	X	X	X	X																						
4. Collect, control, and process the data	DRE																					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

(DRE: DRE - DIVISION OF RESEARCH AND EVALUATION)

Division of Research and Evaluation

Education Plan, SY 1980 - 1982

Part B: Action Plan

(8) Objective 2 - To conduct systematic research and educational program evaluation in the priority areas as determined by the Superintendent by September 15, 1980 (1981 and 1982) as evidenced by the evaluation and research reports submitted to the Superintendent.

(8) Sub-Objective 4 - To evaluate the Federally funded programs and the special projects and programs identified by the Superintendent

| (9) MAJOR TASKS (1980-81) | (9) Responsibility of | (10) (MONTH-WEEK) TIME FRAME - 1980 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1981 | | | | | | | | | | | | | | | | | | |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To conduct systematic research and educational program evaluation in the priority area as determined by the Superintendent, by September 15, 1980, as evidenced by the evaluation and research reports submitted to the Superintendent.

Sub-objective 4: Evaluate the Federally funded programs and the special projects and programs identified by the Superintendent: TITLE I, TITLE IV-C, ESAA, Impact Aid Pre-Kindergarten, Right to Read, Success in Reading, Career Development.

INPUTS		
INTENDED	MONITORING	OBSERVED
<u>Impact Aid Pre-Kindergarten</u> 1. Research Assistant 2. Research Clerk <u>Career Development</u> Research Assistant <u>Right to Read, Success in Reading</u> 1. Research and Planning Associate 2. Research Intern 3. Contract with consultant (R to R) <u>All Projects/Programs</u> 1. Clerical Support provided by the Division for administrative and/or evaluation tasks. 2. Clerical and mail services for mailing and distribution. 3. DAIS support as needed. 4. Research Branch staff for consultation as needed		

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To conduct systematic research and educational program evaluation in the priority area as determined by the Superintendent, by September 15, 1980, as evidenced by the evaluation and research reports submitted to the Superintendent.

Sub-objective 4: Evaluate the Federally funded programs and the special projects and programs identified by the Superintendent: TITLE I, TITLE IV-C, ESAA, Impact Aid Pre-Kindergarten, Right to Read, Success in Reading, Career Development.

PROCESSES		
INTENDED	MONITORING	OBSERVED
1. Plan and develop an evaluation design by September 1 as evidenced by evaluation design document.		
2. Design and construct data collection instruments by February 1 as evidenced by completed data collection instruments.		
3. Field test and conduct staff development as needed by March 1 as evidenced by results of field test; attendance records and feedback from staff development sessions.		
4. Collect, control, and process the data by May 30 as evidenced by raw and processed data.		
5. Analyze data by June 30 as evidenced by tables representing outcomes.		
6. Prepare final report by July 30 as evidenced by approved final draft.		
7. Reproduce and disseminate report by September 15 as evidenced by final report and letter of distribution.		

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To conduct systematic research and educational program evaluation in the priority area as determined by the Superintendent, by September 15, 1980, as evidenced by the evaluation and research reports submitted to the Superintendent.

Sub-objective 4: Evaluate the Federally funded programs and the special projects and programs identified by the Superintendent: TITLE I, TITLE IV-C, ESAA, Impact Aid Pre-Kindergarten, Right to Read, Success in Reading, Career Development.

OUTCOMES		
INTENDED	MONITORING	OBSERVED
1. Submission of final reports to the Superintendent by September 15 as evidenced by the actual documents.		

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APPENDIX D

A SAMPLE OF A COMPLETE REPORT FOR ONE OBJECTIVE

EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To provide the D.C. Public School's Major Offices with a model for systematic evaluation of educational programs to determine their effectiveness in achieving the Goals and Objectives of the Board of Education and the Superintendent as evidenced by the dissemination of the approved model to the Major Offices.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Assistant Superintendent for Research and Evaluation 3 Assistants to the Assistant Superintendent	Agreement	1. The Assistant Superintendent for Research and Evaluation and the 3 Assistants to the Assistant Superintendent comprised the Evaluation Model Development Committee.
2. Facilities and collections of the Research Information Center	Agreement	2. The Research Information Center resources were used in the evaluaton model development.
3. Xeroxing facility	Agreement	3. The xerox machine in DRE was used in the process.
4. Clerical assistance	Agreement	4. Clerical assistance was provided by the Administrative Aide in DRE.
Accomplishments beyond the stated objective: (Orientation) Assistant Superintendent for Research and Evaluation 3 Assistant to the Assistant Superintendent Executive staff of the five Major Offices	Agreement	Accomplishments beyond the stated objective: "Orientation" The intended inputs were observed.

EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To provide the D.C. Public Schools' Major Offices with a model for systematic evaluation of educational programs to determine their effectiveness in achieving the Goals and Objectives of the Board of Education and the Superintendent as evidenced by the dissemination of the approved model to the Major Offices.

PROCESSES		
INTENDED	MONITORING	OBSERVED
1. Assign tasks as evidenced by the appointment of and charges to an Evaluation Model Development Committee in DRE by April 1, 1979.	Agreement	1. The Evaluation Model Development Committee was assigned and began to function in March 1979.
2. Review of literature as evidenced by RIC and ERIC searches and analyses of documents by Model Development Committee by May 1, 1979.	Agreement	2. The literature was searched for evaluation models in April 1979 as indicated in the records on file in DRE.
3. Development of draft as evidenced by draft document by May 18, 1979. a. Discussions and written contributions of the Evaluation Model Development Committee b. Review, modifications, and revisions by Evaluation Model Development Committee	Agreement	3. The Evaluation Model Development Committee met during April and May 1979. Draft schema and narrative were presented and discussed during April and early May 1979. 4. The Evaluation Model was finalized and reproduced in September 1979 as evidenced by the document, "A Model for Systematic Evaluation of Educational Programs."
4. Finalize and reproduce model as evidenced by Evaluation Model Document by October 1, 1979.	Agreement	
5. Disseminate model to Major Offices as evidenced by communication forwarding the Evaluation Model Document to Major Offices by October 31, 1979.	Agreement	5. Per a decision of the Assistant Superintendent for Research and Evaluation to hold orientation sessions on the Evaluation Model, the model was distributed at the orientation sessions rather than by mail.
Accomplishments beyond the stated objective: (Orientation)		"Orientation"
Develop Orientation Plan for staff development relative to Evaluation Model for Major Offices as evidenced by Plan, by October 15, 1979.	Agreement	The Orientation Plan for staff development relative to the Evaluation Model was developed in September and early October 1979. A copy of the Orientation Schema is attached. Complete details are on file in the Division of Research and Evaluation
Carry out Evaluation Model Orientation Plan as evidenced by scheduled sessions and report of sessions by November 1, 1979.	Agreement	The Evaluation Model Orientation was conducted as proposed. The fifth Major Office session was held on November 1, 1979.

DRE

Division of Research and Evaluation

ORIENTATION SCHEMA-EVALUATION MODEL

In order to ensure an understanding of the potential applications of the evaluation model and to provide clarification where desired, the Division of Research and Evaluation is offering an introduction to the evaluation model to top personnel in major Offices. The approach is displayed below.

MAJOR OFFICE	PARTICIPANTS*	SESSION SCHEDULE 1979
• Superintendent's Office	Superintendent Vice-Superintendent Executive Assistants	1 hour during week of October 22
• Office for Educational Accountability	Associate Superintendent Executive Assistant Division Heads	1 hour during week of October 22
• Office of Instructional Program Development and Services	Associate Superintendent Executive Assistant Division Heads	1 hour during week of October 29
• Office for School Operations	Associate Superintendent Executive Assistants Regional Assistant Superintendents Division Heads	1 hour during week of October 29
• Office of Management Services	Deputy Superintendent Executive Assistant Division Heads	1 hour during week of October 29

* Note:
Sessions should have a maximum of eight participants. If additional persons wish to participate, a second session will be scheduled upon request.

EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To provide the D.C. Public Schools' Major Offices with a model for systematic evaluation of educational programs to determine their effectiveness in achieving the Goals and Objectives of the Board of Education and the Superintendent as evidenced by the dissemination of the approved model to the Major Offices.

OUTCOMES		
INTENDED	MONITORING	OBSERVED
1. Receipt of an Evaluation Model Document by each Major Office	Agreement	1. The Evaluation Model Document was received by each Major Office during the orientation sessions during the weeks of October 22 and October 29, 1979.
Beyond stated objective:		
Participation by top executive staff of each Major Office in the Orientation Session held for that Office to introduce the Evaluation Model.	Agreement	Beyond stated objective: Top executive staff of each Major Office participated in the Orientation Session held for that Office.

DR

Reporting Form

PART IV

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To provide the D.C. Public School's Major Offices with a model for systematic evaluation of educational programs to determine their effectiveness in achieving the Goals and Objectives of the Board of Education and the Superintendent as evidenced by the dissemination of the approved model to the Major Offices.

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

The observed inputs effected the processes as intended. The inputs listed were able to produce the stated outcome of the receipt of the Evaluation Model by Major Offices.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The observed processes were in accord with the intended outcomes with one modification. The plan to disseminate the evaluation model by mail was changed to dissemination via an orientation session. The outcomes of both the Evaluation Model and the orientation session were received very positively by the Major Offices' staff.

Reporting Form

PART V

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To provide the D.C. Public School's Major Offices with a model for systematic evaluation of educational programs to determine their effectiveness in achieving the Goals and Objectives of the Board of Education and the Superintendent as evidenced by the dissemination of the approved model to the Major Offices.

ANALYSES/CONCLUSIONS/IMPLICATIONS

The Evaluation Model was developed in accord with the intended plan.

Beyond the established objective:

The presentation of the Evaluation Model in orientation sessions was rated very positively by recipients. The Model was better understood by staff in other Divisions. The Model provided a tool for systematic evaluation by Division Heads. Subsequent requests for technical assistance relative to the Model indicated its utilization by Divisions.

The positive reactions of Office executive staff to the orientation suggest a good approach to familiarizing individuals with new techniques and procedures.

DECISIONS

Based upon the success of the Evaluation Model orientation sessions, the Assistant Superintendent for Research and Evaluation decided to use the orientation schema in a special federally-funded project. Its use a second time in the "Data Utilization Seminar" proved to be equally successful. This suggests that the approach should be replicated.

Reporting Form

PART I

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To conduct systematic research and educational program evaluation in the priority area as determined by the Superintendent, by September 15, 1980, as evidenced by the evaluation and research reports submitted to the Superintendent.

Sub-objective 4: Evaluate the Federally funded programs and the special projects and programs identified by the Superintendent: TITLE I, TITLE IV-C, ESAA, Impact Aid Pre-Kindergarten, Right to Read, Success in Reading, Career Development.

INPUTS		
INTENDED	MONITORING	OBSERVED
Impact Aid Pre-Kindergarten 1. Research Assistant 2. Research Clerk Career Development Research Assistant Right to Read, Success in Reading 1. Research and Planning Associate 2. Research Intern 3. Contract with consultant (R to R) All Projects/Programs 1. Clerical Support provided by the Division for administrative and/or evaluation tasks. 2. Clerical and mail services for mailing and distribution. 3. DAIS support as needed. 4. Research Branch staff for consultation as needed		

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To conduct systematic research and educational program evaluation in the priority area as determined by the Superintendent, by September 15, 1980, as evidenced by the evaluation and research reports submitted to the Superintendent.

Sub-objective 4: Evaluate the Federally funded programs and the special projects and programs identified by the Superintendent: TITLE I, TITLE IV-C, ESAA, Impact Aid Pre-Kindergarten, Right to Read, Success in Reading, Career Development.

PROCESSES		
INTENDED	MONITORING	OBSERVED
1. Plan and develop an evaluation design by September 1 as evidenced by evaluation design document.		
2. Design and construct data collection instruments by February 1 as evidenced by completed data collection instruments.		
3. Field test and conduct staff development as needed by March 1 as evidenced by results of field test; attendance records and feedback from staff development sessions.		
4. Collect, control, and process the data by May 30 as evidenced by raw and processed data.		
5. Analyze data by June 30 as evidenced by tables representing outcomes.		
6. Prepare final report by July 30 as evidenced by approved final draft.		
7. Reproduce and disseminate report by September 15 as evidenced by final report and letter of distribution.		

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To conduct systematic research and educational program evaluation in the priority area as determined by the Superintendent, by September 15, 1980, as evidenced by the evaluation and research reports submitted to the Superintendent.

Sub-objective 4: Evaluate the Federally funded programs and the special projects and programs identified by the Superintendent: TITLE I, TITLE IV-C, ESAA, Impact Aid Pre-Kindergarten, Right to Read, Success in Reading, Career Development.

OUTCOMES		
INTENDED	MONITORING	OBSERVED
1. Submission of final reports to the Superintendent by September 15 as evidenced by the actual documents.		

Reporting Form

PART III

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To provide the D.C. Public Schools' Major Offices with a model for systematic evaluation of educational programs to determine their effectiveness in achieving the Goals and Objectives of the Board of Education and the Superintendent as evidenced by the dissemination of the approved model to the Major Offices.

	OUTCOMES	
INTENDED	MONITORING	OBSERVED
1. Receipt of an Evaluation Model Document by each Major Office Beyond stated objective: Participation by top executive staff of each Major Office in the Orientation Session held for that Office to introduce the Evaluation Model.	Agreement Agreement	1. The Evaluation Model Document was received by each Major Office during the orientation sessions during the weeks of October 22 and October 29, 1979. Beyond stated objective: Top executive staff of each Major Office participated in the Orientation Session held for that Office.

Reporting Form

PART IV

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To provide the D.C. Public School's Major Offices with a model for systematic evaluation of educational programs to determine their effectiveness in achieving the Goals and Objectives of the Board of Education and the Superintendent as evidenced by the dissemination of the approved model to the Major Offices.

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

The observed inputs effected the processes as intended. The inputs listed were able to produce the stated outcome of the receipt of the Evaluation Model by Major Offices.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The observed processes were in accord with the intended outcomes with one modification. The plan to disseminate the evaluation model by mail was changed to dissemination via an orientation session. The outcomes of both the Evaluation Model and the orientation session were received very positively by the Major Offices' staff.

Reporting Form

PART V

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation.

Objective: To provide the D.C. Public School's Major Offices with a model for systematic evaluation of educational programs to determine their effectiveness in achieving the Goals and Objectives of the Board of Education and the Superintendent as evidenced by the dissemination of the approved model to the Major Offices.

ANALYSES/CONCLUSIONS/IMPLICATIONS

The Evaluation Model was developed in accord with the intended plan.

Beyond the established objective:

The presentation of the Evaluation Model in orientation sessions was rated very positively by recipients. The Model was better understood by staff in other Divisions. The Model provided a tool for systematic evaluation by Division Heads. Subsequent requests for technical assistance relative to the Model indicated its utilization by Divisions.

The positive reactions of Office executive staff to the orientation suggest a good approach to familiarizing individuals with new techniques and procedures.

DECISIONS

Based upon the success of the Evaluation Model orientation sessions, the Assistant Superintendent for Research and Evaluation decided to use the orientation schema in a special federally-funded project. Its use a second time in the "Data Utilization Seminar" proved to be equally successful. This suggests that the approach should be replicated.